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ABSTRACT

The third annual report to the Florida Legislature and the State Board of Education reiterates the background and reasons for time shortened education, the methods of student acceleration, and the financial implications of acceleration. Progress in student acceleration in Florida through year-round matriculation, credit verified proficiency, credit in two institutions at once, nonschool experience, and changes in academic calendars is reviewed. Statistical information on student acceleration in school districts, community colleges, and state universities are provided for 1974-75. The text of Florida laws and regulations governing time shortened education are also appended. (Author/DS)

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STUDENT ACCELERATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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IN FLORIDA PUBLIC EDUCATION

Third Annual Report
to the
Florida Legislature
and the
State Board of Education

February 27, 1976

EA 010 187

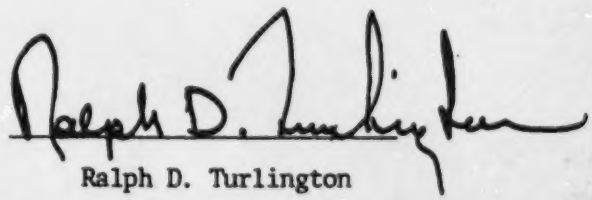
FOREWORD

Today there is a renewed interest in what students are learning, as opposed to how much time they spend in school. This point of view recognizes two facts. One is that education is not limited to the classroom. Students learn in their home environments, from work and hobbies, from their peers, from travel and personal experiences. Our schools need to acknowledge such learning and not require students to restudy what they already know.

The other fact is that since today's schools are geared to students of a wide range of abilities, our programs must permit them to achieve their goals in different amounts of time. While some youngsters need more time to master the basics than others, other students are ready to move on to college-level courses while they are still in high school. Thus, it makes sense to grant these students college credit for mastering college-level work. The recognition of these two facts has encouraged Florida's public institutions to make provisions for students to accelerate their programs.

This is the third annual report on student acceleration in Florida. It shows that in 1974-75 students in our colleges and universities earned almost 247,000 quarter hours of credit by taking examinations in place of course work, a 30 per cent increase over last year. Under 1974-75 funding formulas, this meant that nearly $6 million in State funds and about $2.6 in student fees did not have to be paid. Other acceleration methods, such as dual enrollment and early admission, have resulted in additional savings of time and money.

While the financial savings which derive from acceleration are important, even more important are the intangible benefits received by the students involved. Opportunities for acceleration can save time, reduce boredom, increase motivation, help individualize programs, and give students a chance to elect more demanding courses. For all of these reasons, I endorse the statewide attempt to increase acceleration opportunities.



Ralph D. Turlington

I. STUDENT ACCELERATION: AN OVERVIEW

Student acceleration, as the name implies, is an effort to reduce the amount of time required to reach various stages of educational achievement (e.g., high school diploma or baccalaureate degree). To be viewed correctly, student acceleration should be considered an aspect of a broader movement--a movement to make education "time variable" for the mature student. When education is time variable each student is allowed the time needed to complete an educational program, even though this may be either more or less than the "standard" length of time.

This report focuses on the acceleration aspect of time variableness. Although possibilities for deceleration (e.g., carrying reduced loads or repeating courses) have long been recognized and used when appropriate, only in recent years has the potential for acceleration been realized.

Reasons for Student Acceleration

The standard lengths for high school and post-high programs were established at times when the clientele for these programs was heterogeneous, the content was uniform, and societal change was slow. These conditions no longer exist in Florida. The vast majority of students complete high school and half of them enter immediately into some type of post-secondary education. The types of programs available in high school and post-secondary institutions have proliferated; there is something there for almost everyone. Society is no longer in a steady state; both technology and social values are in continual flux; therefore, the education one receives in youth will no longer suffice for a lifetime.

In the setting described above, there are two major reasons for capitalizing on acceleration options: multiple sources of learning and growing demands on educational resources.

The impact of multiple sources of learning must be recognized. Learning takes place both within and without the classroom. The mass media, the home, the work place, the peer culture and individual experiences all provide learning opportunities. Schools and colleges must find techniques for complementing and building upon the learning which the students bring to their programs. Requiring the student to restudy something already learned is wasteful both in terms of time and money. Such unnecessary duplication of effort should be avoided.

New demands on education resources are developing at a time when resources in general have become more scarce. Because of the rapid changes in society, public education must provide education throughout an individual's career, including retirement. Presently virtually all educational funds are expended on students under thirty years of age, most on students under eighteen. If student acceleration can release instructional resources, the growing number of older adults needing instruction in basic skills, general knowledge, and professional or vocational competencies can be served more adequately.

Methods for Student Acceleration

In addition to the more traditional modes of accelerating--carrying an overload and year-round matriculation--there are three methods by which students can accelerate: (1) exemption from required instruction on the basis of verified proficiency (e.g., credit by examination, student performance credit); (2) working for credit in two institutions at once (e.g., early admission, dual enrollment); and (3) being granted credit for non-school experiences (e.g., job entry studies, credit granted for military service).

The extent to which Florida students used each of these methods in 1974-75 is summarized in Table 1. As this table illustrates, well over half

TABLE 1

NUMBER OF STUDENTS USING ACCELERATION MECHANISMS IN FLORIDA EDUCATION--1974-75

	Acceleration Mechanisms	School Districts[1]	Community Colleges	Universities
Students who were exempted from courses on the basis of verified proficiency.	College Level Examination Program (CLEP)[2]		6,183	7,504
	College Entrance Examination Board (Advanced Placement)	1,169[3]	143	534
	Institutional and other examinations		3,193	1,365
	Student performance credit	1,478		
Students who accelerated by working for credit in two institutions at once.	Early admission	858	1,152	215
	Dual enrollment	2,354	6,760	1,590
Students who used non-school experience for credit.	Job entry studies	3,899		
	Other acceleration methods			370
TOTAL[4]		9,758	17,431	11,578

[1] Figures include students in campus laboratory schools also.

[2] According to the examining board, approximately 16,500 Floridians took one of the CLEP exams during 1974-75.

[3] The examining board reports that a total of 1,567 high school students (1,169 public, 398 private) took Advanced Placement exams. 1,179 of the examinations were scored 3 or higher. A total of 5,839 public high school students took Advanced Placement courses.

[4] The totals include a certain amount of duplicated data; for example, some students received credit under both CLEP and CEEB. Students enrolled in two institutions are counted by both institutions.

of the acceleration reported was accomplished through examinations which allow students to bypass certain courses or activities. Nearly 50% more students received credit by examination in Florida public colleges and

universities in 1974-75 than the year before. At the college level, options are used mainly by freshmen. Approximately two thirds of the incoming freshmen in the State University System utilized one or more acceleration options, a sizeable increase over last year. Approximately 50% of the college bound students who were still in high school enrolled concurrently in a nearby college or university, while almost 9% of the high school students who were not going on to college participated in a job entry studies program.

Table 2 shows that nearly 5% of the credit hours granted during 1974-75 by the community colleges and over 16% of the lower division credit granted by the State University System were awarded through acceleration

TABLE 2
COLLEGE CREDIT HOURS GRANTED UNDER ACCELERATION MECHANISMS--1974-75

	Total Lower Division Credit Hours (A)	Credit Hours Awarded through Acceleration (B)	Percentage (B/A)
Public Community Colleges	2,898,564[1]	132,852	4.6%
State Universities	1,016,520[2]	166,659	16.4%

[1] Semester hours. Includes college level enrollment, i.e., students in advanced and professional programs and occupational programs, plus other students who have not established their programs; does not include enrollment in community instructional services courses and developmental courses.
[2] Quarter hours. Includes enrollments in programs classified as "education and general"; at the freshman and sophmore levels. Does not include students in the Institute of Food and Agricultural Sciences.

methods. Because some of last year's programs are not included in this year's report, the figures for the two years are not directly comparable. Nevertheless, they still show an increase in acceleration. During 1973-74 approximately 4% of the credit hours granted by the community colleges and 13% of comparable credit granted by the State University System were gained by means of acceleration. During 1974-75 these per centages increased to 4.5 and 16.4, respectively.

Data in Tables 1 and 2 are based upon the more detailed tabulations appearing in Appendices A, B, and C. In addition, each acceleration method is discussed in greater detail in Part II of this report.

Financial Considerations

As suggested above, student acceleration can save educational costs if the amount of instruction which would otherwise be offered is thereby reduced. On the other hand, the systematic development and implementation of programs for student acceleration also incur costs not associated with "regular" programs

As noted earlier, most acceleration occurs through examinations which allow exemptions from participation in required instruction. Such examinations must be designed to maintain desirable education standards. At the same time, they should not place more stringent requirements on students taking the examinations than are placed on those who take the courses. To say the least, there is a lot riding on the examination. Consequently, the examination should be carefully developed, thoroughly tested, and systematically administered. This requires effort beyond that expended to develop and administer the typical final examination in a school or college course. Hence, the examination process associated with acceleration incurs new costs.

If as a result of acceleration students spend more days in school per year, costs for any one year may increase. Whether expenditures can be reduced in the long run depends, first, on whether the extended program can be operated as efficiently as the regular school program, and, second, on how many students are taking extra work for acceleration purposes rather than for enrichment.

A highly significant approach to acceleration is to redesign curricula so that able students may progress more rapidly. Extensive curriculum redesign was anticipated by the Carnegie Commission on Higher Education when it issued its 1971 report, Less Time, More Options. Curriculum redesign was also contemplated in the "Report of the Task Force to Explore Feasibility of a Three-year Baccalaureate Program." This report, prepared by a Department of Education Task Force, was issued on February 15, 1973. However, curriculum redesign requires a concentrated effort by skilled instructors and other specialists. To release people to perform this task requires special budget provisions. Florida State University has been able to use funds from federal sources to proceed with its programs. These funds will end this year. If this program is to be expanded to other schools, additional sources of funds will have to be found.

II. PROGRESS REPORT ON STUDENT ACCELERATION

Thousands of students are taking advantage of acceleration options available to them, thus saving time and money for students and taxpayers. The utilization of each acceleration mechanism is described in the following paragraphs. These summaries are based upon reports from the College Entrance Examination Board and upon statistical reports assembled in Appendices A (school districts), B (community colleges), and C (universities).

Year-Round Matriculation

Traditionally, courses have begun their sequence at the beginning of the academic year. The summer program, where offered, focused on remediation (at the high school level) or on courses for students who could not attend during the regular school year (e.g., college courses for teachers). More recently, efforts have been made to design summer sessions aimed both at acceleration and at better use of school facilities. The emphasis on flexibility in the new programs is making it possible for students to be promoted or graduated at different times of the year, to begin new courses at staggered times, and to choose from a wider range of summer course offerings.

Several school districts have done pioneering work in restructuring the school calendar to encourage students to attend school during the summer. Dade, Broward, Brevard, Martin, Pasco, and Hernando have year-round programs under way, and Palm Beach County has submitted a proposal for funds to begin such a program next year. Although in the past, summer schools have offered most courses for remediation, current programs have been extended to include opportunities for enrichment and acceleration.

In 1974-75, a large number of courses in Florida community colleges began at times other than the opening of the regular term. Over 668,000 credits were awarded through such courses. This represents 14.1% of the total credits earned in the Community College System.

The area vocational-technical centers operated by district school boards make extensive use of year-round matriculation. As would be expected, September and January are the heaviest months for the beginning of new courses; however, during 1974-75 new courses were begun during every month of the year. There were over 1,600 courses starting in April, 1,100 starting in August and over 800 starting both in July and in March. Approximately 70 courses began operation during December, the low month for starting new courses.

Although no precise figures can be supplied, it can be assumed that many students in the State University System are accelerating their programs through summer school. Concerted efforts are being made by the SUS to balance four quarter enrollments, which may mean that those enrolled in summer school may be simply substituting matriculation at that time for a quarter during the traditional academic year.

Credit by Verified Proficiency

College Level Examination Program

The College Level Examination Program (CLEP), a national system for awarding credit by examination, is widely used in Florida. This program was established in 1965 by the College Entrance Examination Board, a non-profit membership organization that provides tests and other educational services for students, schools and colleges. CLEP was developed to serve students who acquire knowledge through means outside of regular

baccalaureate degree programs (e.g., correspondence and university extension course, educational television, adult education programs, on-the-job training, independent study). It is based on the premise that what one knows is more important than how one came to know it.

There are two types of CLEP examinations: (1) the general examination, designed to provide a comprehensive measure of undergraduate achievement in five basic areas of liberal arts (English composition, mathematics, natural sciences, humanities, and history) and (2) the subject examination, designed to measure achievement in specified undergraduate courses. The College Entrance Examination Board reports that approximately 16,500 students in Florida took CLEP examinations during 1974-75. Most of the credits were in the basic studies areas and were earned through the CLEP general examinations.

Credits are granted by all State universities and all community colleges in Florida to students who score at the fiftieth percentile or above on CLEP examinations. In the State University System, 125,007 quarter credits were awarded on the basis of CLEP examinations in 1974-75. A total of 56,160 semester credits were awarded on this basis in the community colleges. These figures represent approximately 11% of the lower division credits earned in the State University System during the regular academic year and 2% of the university parallel credits in the community colleges in 1974-75. Last year CLEP-awarded credit totaled roughly 9% of the credit granted by the universities and 2% of comparable community college credit. The real increase has been in the number of students who are using CLEP credit, particularly in the State universities. The number of university students involved, as a per centage of the total number of underclassmen, has risen from 5,750, roughly 23%, to 7,504, over 29%. This seems to be an indication that more students are being made aware of opportunities for acceleration. Records show that 6,183 community college students, almost 4% of the students in the college parallel courses, successfully took CLEP exams during 1974-75.

Advanced Placement Programs

The Advanced Placement Program is another program available for acceleration purposes. Administered by the College Entrance Examination Board with the help of Educational Testing Service (ETS), it offers high school students an opportunity to complete more demanding and challenging work than is usually found at the high school level by permitting them to study one or more college level courses while they are still in secondary school. After successfully taking an examination covering the course, they can receive advanced placement, credit, or both upon entering college. Course descriptions and examinations are provided in 13 disciplines by committees of school and college teachers, with the assistance of ETS test specialists. In 1974-75, 5,839 Florida public high school students took part in these advanced placement courses. However, only 1,169 public high school students and 398 students of private schools took the official course exam. It may be that many of the students enrolled in the courses received college credit by taking one of the CLEP exams.

Other Proficiency Methods

Credit by examination can also be earned by using other examinations, including those developed by individual institutions. All but four community colleges report the use of such examinations; in 1974-75 15,035 semester credits were awarded to 3,193 students on this basis, a distinct increase over 1973-74. Five state universities also report the use of other examinations for earning credits; this allowed 1,365 students to receive 11,791 additional quarter credits in 1974-75. This shows a drop over last year's figures, but included last year in this total were 2,185 students enrolled in television courses sponsored by the University of South Florida. These courses represent a non-traditional approach to education, but are not strictly an acceleration mechanism; therefore, they were excluded from this present report. College credit granted on the basis of institutional examinations is actually on the rise in both the community college and the state universities.

During 1974-75, the University of Florida and the University of South Florida experimentally awarded credit on the basis of scores achieved at the 97th percentile or higher on the Florida Twelfth Grade Test. A total of 261 students were awarded 5,772 quarter credits via this mechanism. Because of the widespread availability of CLEP and the more universal acceptance of the CLEP exams as a credit-bearing mechanism throughout the state and nation, the experimental use of the Florida Twelfth Grade Test for credit has been abandoned and thus will not appear in future reports.

For some time adults without high school diplomas have been able to receive high school credit by taking examinations. As in the CLEP program, the assumption behind this provision was that adults often learn through experience what they might have studied had they completed high school. During the past year this principle has been extended to the student above thirteen years of age in a provision that any such student could elect to receive a high school diploma upon passing a special comprehensive examination. This provision has not yet been implemented, however, because the State has not been granted permission to use the adult high school equivalency examination with students of high school age, and funds have not been allocated for the development of a new state examination.

A program that seems to be gaining wider acceptance is the granting of credit on the basis of student performance. Under this program a student may fulfill the course or subject credit requirements for graduation through a "student performance based promotional plan." The plan must be adopted by the local school board and approved by the Commissioner of Education. Under such a plan, competencies expected of students are identified and evaluation procedures established. Once a plan is officially adopted, graduation requirements are met at whatever time the individual student demonstrates the requisite competencies. This program facilitates acceleration since the amount of time spent in instruction is not a factor in determining a student's eligibility for graduation. Last year only one school district reported sponsoring such a program; this year eight districts have made provisions for student performance credit. During 1974-75 a total of 1,478 students participated in this program, ten times the number who participated the year before.

Credit in Two Institutions at Once

There are two programs which students may be satisfying credit requirements in two institutions at once--through dual enrollment and through the early admission program.

Dual Enrollment

Dual enrollment allows high school students to be enrolled concurrently in high school and a college, university, or area vocational school. It also allows college students to be enrolled concurrently in a community college and a university.

Dual enrollment and/or early admission (see below) have been implemented for high school students in 55 of the 67 school districts in Florida. These alternatives have been available to students on an optional basis since 1963. Community college reports indicate that 5,864 high school students were also enrolled in community colleges. University reports indicate that 190 high school students were also enrolled in state universities. The total 6,054 represents one out of every ten 1975 high school graduates who entered college in the fall of 1975.

Dual enrollment between community colleges and universities (or other colleges) is also reported. Community college records show that 896 community college students jointly enrolled in State universities or other colleges (including non-public institutions); university records show 1,400 students jointly enrolled in community colleges. The discrepancy between the two may be due to the fact that the students when registering do not always indicate that they are enrolled in another institution as well.

Early Admission

Early admission is similar to dual enrollment. It differs in that with dual enrollment a student is considered "a high school student who is also taking post-secondary courses." With early admission, the student is considered "a post-secondary student who left high school before completing the twelfth grade." In either case, credits earned in college may count toward high school graduation. Community college reports show 1,152 students in early admission programs in 1974-75; university reports show 215.

For both dual enrollment and early admissions, figures reported by school districts are lower than those reported last year. It seems that for some reason fewer high school students are participating in early admission and dual enrollment. Concurrent to this trend, however--if it is a trend--is the increase in the number of students taking examinations for credit. School district figures for dual enrollment and early admissions are also lower than the combined totals reported by the community colleges and universities. Since a high school transcript is required for college or university admission, some post-secondary institutions classify students whose records are not complete as being in one of these programs.

Non-school Experience

Although almost all of the proficiency programs are based on the premise that students acquire knowledge out of school as well as in the classroom, they all require some verification of such proficiency. Several programs are available which grant credit directly for such experience.

Job Entry Studies

The job entry studies graduation plan provides a means of acceleration for students who do not plan to enter a post-secondary institution. This plan was first made available to students on an optional basis in September 1971. It permits students to accept full-time employment at the end of their junior year. Under this plan, credits toward high school graduation are awarded for successful on-the-job performance. A member of the school staff serves as liaison between the employer and the school and approves the work for which high school credits are granted. During 1974-75 36 school districts provided opportunities for students to graduate under the job entry studies plan. There were 3,899 students participating, almost one out of every ten high school graduates who did not enter a post-secondary institution in the fall of 1975.

Other Acceleration Methods

Besides the general types of acceleration methods, there are others more difficult to classify. A number of community colleges and state universities grant credit in appropriate subjects for military service. Florida International University has a Life-Work Experience Program. Several universities have comprehensive time-shortened degree programs that combine several of the mechanisms outlined above.

As reported last year, Florida State University has implemented three experimental competency based degree programs (biology, nursing, and urban and regional planning) through its "curriculum of attainments" project supported by the Fund for the Improvement of Post Secondary Education. During the coming year, the "curriculum of attainments" concept hopefully will be expanded to include community colleges and other SUS universities on an experimental or pilot basis in other fields. The pilot competency-based programs will be a project under the Articulation Coordinating Committee and will be designed to move community college students through selected programs into linked upper-level University programs on a time-independent, competency basis. It is hoped that the pilot program will reveal alternative ways for evaluating and transferring students from one level to the next from the current course and credit method. Because of the immediate economic crisis in the state, funds are being sought from private foundations to support the project during the next fiscal year. Without such support the development of such competency based programs will be severely limited. Although the long range cost benefits of such competency-based programs may be significant, the start-up or developmental costs are high.

Academic Calendars

Academic calendars represent a vital key in any effort to promote time-variable education. Decisions relative to school calendars can promote year-round matriculation by providing continuous availability of educational services. Students can be allowed to enter programs and proceed through those programs at times and rates which facilitate the attainment of their objectives. This can be accomplished without requiring that the initiation or termination of learning activities by students be regimented. Educational institutions should encourage students to undertake and complete learning activities at times and rates dicatated by the students' personal circumstances.

The State Board of Education has adopted regulations for educational calendars designed to encourage year-round matriculation. These regulations--which apply to district school boards, community college boards of trustees, and the Board of Regents--require the following calendar provisions:

1. Three common entry periods during each fiscal year for all post-secondary institutions:

   a. between third week in August and fourth week in September,

   b. first full week following January 1,

   c. third week in June.

2. As many additional entry periods throughout the year as can feasibly be provided.

3. Pre-established dates for completing programs prior to entry into post-secondary institutions (initially or by transfer) which allow students to utilize the common entry period which minimizes the loss of time in completing the transfer.

III. RECOMMENDATION

It is recommended that the requirement for an annual report to the legislature on accelerated degree programs as contained in Section 249.479(3), Florida Statutes, be repealed.

This recommendation is made with the belief that routine formal reports on special topics do not represent the most effective means for communication between the executive and legislative branches of government. Normally, the legislature requires information which is specific to a question under consideration. Therefore, the Department of Education should be

prepared to provide information on student acceleration at the time requested and in the form requested by the legislative committees and their staffs. This can be accomplished most effectively by continuing to include data on student acceleration in the Department of Education management information systems. With improvements currently being made in these systems, the Department will be prepared to answer future questions on student acceleration. Summary information on student acceleration could be provided to the legislature in an annual general report covering a number of topics.

IV. APPENDICES: SUPPORTING LEGAL AND STATISTICAL INFORMATION

APPENDIX A--STATISTICAL INFORMATION ON STUDENT ACCELERATION IN SCHOOL DISTRICTS

APPENDIX B--STATISTICAL INFORMATION ON STUDENT ACCELERATION IN COMMUNITY COLLEGES

- B-1. Student Acceleration, Community Colleges, 1974-1975
- B-2. Annual FTE by Term

APPENDIX C--STATISTICAL INFORMATION ON STUDENT ACCELERATION, STATE UNIVERSITY SYSTEM

- C-1. Number of Students Utilizing Acceleration Mechanisms
- C-2. Number of Credit Hours Awarded

APPENDIX D--STATUTES, REGULATIONS, AND COMMITTEE ON TIME-SHORTENED EDUCATION PROGRAMS

- D-1. Florida Statutes
- D-2. State Board of Education Administrative Rules
- D-3. Committee on Time-Shortened Education Programs

APPENDIX E--STATE BOARD OF EDUCATION ADMINISTRATIVE RULES ON ACADEMIC CALENDAR

APPENDIX A--STATISTICAL INFORMATION ON STUDENT ACCELERATION IN SCHOOL DISTRICTS

District	Early Admission	College Level Exam Program	College Entrance Exam Board	Job Entry	Student Performance	Dual Enrollment
Alachua	21	0	9	53	0	8
Baker	4	0	0	0	0	0
Bay	5	0	0	33	0	26
Bradford	0	0	0	50	0	0
Brevard	29	112	510	452	50	266
Broward	112	327	893	143	0	93
Calhoun	0	0	0	0	0	0
Charlotte	0	0	0	0	0	0
Citrus	2	2	0	54	0	2
Clay	12	1	0	0	0	90
Collier	3	21	90	18	0	0
Columbia	1	0	20	0	0	0
Dade	73	186	1,595	534	234	827
DeSoto	4	0	0	0	0	2
Dixie	0	0	0	0	0	0
Duval	29	26	546	73	51	67
Escambia	21	25	56	200	700	54
Flagler	0	0	0	0	0	0
Franklin	1	1	1	0	0	0
Gadsden	0	0	0	0	0	0
Gilchrist	0	0	0	0	0	0
Glades	0	0	0	0	0	0
Gulf	7	0	0	0	0	0
Hamilton	0	0	20	35	0	3
Hardee	0	0	0	0	0	0
Hendry	1	0	0	0	0	12
Hernando	18	5	8	0	0	135
Highlands	2	15	75	112	0	3
Hillsborough	62	143	110	128	0	67
Holmes	0	8	0	0	0	3
Indian River	12	0	0	0	0	0
Jackson	4	17	1	61	0	8
Jefferson	0	0	0	0	0	0
Lafayette	1	0	0	0	0	0
Lake	6	7	9	52	0	68
Lee	31	4	40	131	0	22
Leon	55	16	43	78	74	37
Levy	3	0	0	0	0	0
Liberty	0	0	0	0	0	0
Madison	6	2	0	2	0	5
Manatee	5	125	0	0	0	16
Marion	10	33	75	22	0	1
Martin	3	0	0	10	0	44
Monroe	17	9	110	0	2	13
Nassau	1	0	0	35	0	11
Okaloosa	5	25	0	238	0	13
Okeechobee	1	6	25	0	0	0
Orange	61	29	78	0	0	80
Osceola	5	2	47	38	0	34
Palm Beach	26	113	343	155	0	125
Pasco	4	1	9	0	0	35
Pinellas	27	246	512	221	0	31
Polk	51	57	17	261	6	31
Putnam	21	0	0	33	0	16
St. Johns	1	0	0	0	0	0
St. Lucie	0	0	0	0	0	0
Santa Rosa	5	23	3	50	0	20
Sarasota	8	166	187	175	361	17
Seminole	21	117	95	184	0	7
Sumter	6	0	0	11	0	7
Suwannee	11	2	7	3	0	0
Taylor	0	0	0	40	0	0
Union	1	0	0	0	0	0
Volusia	26	21	272	195	0	23
Wakulla	3	0	0	0	0	2
Walton	4	4	0	7	0	13
Washington	0	24	15	12	0	0
Deaf & Blind	0	0	0	0	0	0
Florida High	5	0	1	0	0	0
DYS	0	0	0	0	0	0
A&M	0	0	0	0	0	0
P.K. Yonge	5	27	17	0	0	17
TOTALS	858	1,948	5,839	3,899	1,478	2,354

APPENDIX B --STATISTICAL INFORMATION ON STUDENT ACCELERATION IN COMMUNITY COLLEGES

B.1 Student Acceleration, Community Colleges, 1974-75

	CLEP		CEEB ADVANCED PLACEMENT		INSTITUTIONAL EXAMS		OTHER EXAMS		TOTAL CREDIT BY EXAM	
COLLEGE	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS
Brevard	304	4291	1	6	0	0	6	29	311	4326
Broward	43	321	3	15	103	874	0	0	149	1210
Central Florida	34	213	0	0	30	100	0	0	64	313
Chipola	64	862	0	0	0	0	0	0	64	862
Daytona Beach	247	2244	1	3	25	155	0	0	273	2402
Edison	79	605	2	12	10	204	14	112	105	933
Fla. JC @ Jax.	1220	3195	42	131	159	488	35	102	1436	3916
Florida Keys	50	494	0	0	39	174	0	0	89	668
Gulf Coast	245	3732	0	0	0	0	21	208	266	3940
Hillsborough	181	2151	0	0	174	677	3	135	358	2963
Indian River	3	24	0	0	176	566	0	0	179	590
Lake City	38	528	0	0	0	0	0	0	38	528
Lake-Sumter	14	87	0	0	51	193	0	0	65	280
Manatee	570	1710	0	0	0	0	0	0	570	1710
Miami-Dade	717	9731	61	314	1072	5793	0	0	1850	15838
North Florida	26	306	0	0	63	261	0	0	89	567
Okaloosa-Walton	50	465	0	0	0	0	0	0	50	465
Palm Beach	203	2460	0	0	98	318	0	0	301	2778
Pasco-Hernando	85	855	0	0	49	152	0	0	134	1007
Pensacola	317	2231	26	85	402	1242	0	0	745	3558
Polk	250	1896	0	0	43	214	0	0	293	2110
St. Johns River	6	43	1	3	7	21	0	0	14	67
St. Petersburg	1041	13524	6	33	48	437	0	0	1095	13994
Santa Fe	66	723	0	0	14	42	0	0	80	765
Seminole	84	1173	0	0	3	9	0	0	87	1182
South Florida	1	6	0	0	0	0	0	0	1	6
Tallahassee	91	353	0	0	153	522	278	1040	522	1915
Valencia	154	1937	0	0	106	661	31	306	291	2904
TOTALS	6183	56160	143	602	2805	13103	388	1932	9519	71797

APPENDIX B -STATISTICAL INFORMATION ON STUDENT IN COMMUNITY COLLEGES (continued)

B.1 Student Acceleration, Community Colleges, 1974-75 (continued)

	COLLEGE-HIGH SCHOOL.		COLLEGE-UNIV. OR OTHER COLL.		TOTAL: DUAL ENROLLMENT		EARLY ADMISSIONS		GRAND TOTAL OF REPORT	
COLLEGE	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS	NO.	CREDITS
Brevard	162	1072	0	0	162	1072	16	535	489	5933
Broward	185	878	0	0	185	878	84	2490	418	4578
Central Florida	11	61	4	32	15	93	32	154	111	960
Chipola	12	80	0	0	12	80	8	233	84	1175
Daytona Beach	21	105	16	64	37	169	9	198	319	2769
Edison	0	0	6	21	6	21	89	808	200	1762
Fla. JC e Jax.	43	421	0	0	43	421	30	900	1509	5237
Florida Keys	53	374	2	6	55	380	12	286	156	1334
Gulf Coast	84	249	0	0	84	249	95	283	445	4472
Hillsborough	141	1932	160	1134	301	3066	20	521	679	6550
Indian River	165	1571	0	0	165	1571	18	553	362	2714
Lake City	17	162	0	0	17	162	38	935	93	1625
Lake-Sumter	83	526	0	0	83	526	15	361	163	1167
Manatee	52	382	3	24	55	406	46	539	671	2655
Miami-Dade	2962	15952	305	1248	3267	17200	162	3686	5279	36724
North Florida	17	78	0	0	17	78	30	714	136	1359
Okaloosa-Walton	71	349	0	0	71	349	15	131	136	945
Palm Beach	212	1170	127	855	339	2025	7	142	647	4945
Pasco-Hernando	115	502	7	44	122	546	57	613	313	2166
Pensacola	240	924	145	406	385	1330	33	544	1163	5432
Polk	116	506	4	29	120	535	53	1264	466	3909
St. Johns River	112	790	0	0	112	790	22	481	148	1338
St. Petersburg	436	4187	22	259	458	4446	30	713	1583	19153
Sante Fe	7	21	6	18	13	39	91	1072	184	1876
Seminole	99	590	2	9	101	599	104	3734	292	5515
South Florida	8	50	0	0	8	50	5	127	14	183
Tallahassee	49	335	67	223	116	558	31	466	669	2939
Valencia	391	873	20	60	411	933	0	0	702	3837
TOTALS	5864	34140	896	4432	6760	38572	1152	22483	17431	132852

APPENDIX B--STATISTICAL INFORMATION ON
STUDENT ACCELERATION IN COMMUNITY COLLEGES (continued)

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B-2. Annual FTE by Term

1974-1975

College	FALL Initial	FALL Other	FALL Total	WINTER Initial	WINTER Other	WINTER Total	SPRING Initial	SPRING Other	SPRING Total	SUMMER Initial	SUMMER Other	SUMMER Total	Annual Total
Brevard	2,603.5	463.1	3,066.6	2,879.3	537.7	3,417.0				1,009.0	139.5	1,148.5	7,632.1
Broward	3,495.8	150.7	3,646.5	3,501.5	141.1	3,642.6				893.9	559.0	1,452.9	8,742.0
Central Fl	665.7	486.9	1,152.6	694.5	507.6	1,202.1				240.8	36.8	277.6	2,632.3
Chipola	629.2	13.1	642.3	638.4	26.7	665.1				222.7	2.4	225.1	1,532.5
Dayt. Bch.	1,544.9	740.8	2,285.7	1,750.5	841.5	2,600.0				640.5	363.6	1,004.1	5,889.8
Edison	880.8	88.0	968.8	926.0	81.0	1,007.0				249.2	133.5	382.7	2,358.5
FJC at Jax	3,530.8	3,366.1	6,896.9	3,643.1	3,506.5	7,149.6				1,474.8	3,090.0	4,564.8	18,611.3
Fla. Keys	351.2	3.8	355.0	356.9		356.9				187.7	16.9	204.6	916.5
Gulf Coast	968.2	47.5	1,015.7	982.0	57.7	1,039.7				342.3	26.7	369.0	2,424.4
Hlsborough	2,282.8	51.5	2,334.3	2,394.9	40.0	2,434.9	2,307.3	14.1	2,321.4	1,194.8	37.5	1,232.3	8,322.9
Indian Riv	1,299.4	450.3	1,749.7	1,344.0	479.2	1,823.2				653.8	206.2	860.0	4,432.9
Lake City	865.0	54.2	919.2	933.0	78.4	1,011.4				301.5	238.0	539.5	2,470.1
Lk. Sumter	433.8	14.2	448.0	427.7	9.8	437.5				121.0	26.6	147.6	1,033.1
Manatee	1,272.6	31.8	1,304.4	1,338.1	50.5	1,388.6				427.2	5.2	432.4	3,125.4
Miami-Dade	12,575.7	246.8	12,822.5	12,878.9	257.3	13,136.2				7,246.6	24.7	7,271.3	33,230.0
North Fla.	386.9	55.3	442.2	385.2	45.0	430.2				94.2	2.1	96.3	968.7
Okal-Walt	957.7	114.7	1,072.4	1,039.8	82.7	1,122.5				625.8	225.9	851.7	3,046.6
Palm Beach	2,149.6	108.5	2,258.1	2,159.4	133.2	2,292.6				397.2	22.0	419.2	4,969.9
Pasco-Hern	336.3	101.8	438.1	495.3	30.5	525.8				235.8	142.8	378.6	1,342.5
Pensacola	3,496.2	293.1	3,789.3	3,681.0	306.5	3,987.5				1,852.6	151.2	2,003.8	9,780.6
Polk	1,286.2	97.5	1,383.7	1,327.7	60.4	1,388.1				608.8	23.1	631.9	3,403.7
St. Johns	390.1	5.5	395.6	369.5	8.5	378.0				110.4	6.6	117.0	890.6
St. Peters	3,664.3	271.9	3,936.2	3,997.6	285.2	4,282.8				977.6	105.8	1,083.4	9,302.4
Santa Fe	2,093.4		2,093.4	2,252.6		2,252.6	2,003.1		2,003.1	987.3		987.3	7,336.4
Seminole	1,246.3	384.1	1,630.4	1,316.1	502.4	1,818.5				583.9	652.3	1,236.2	4,685.1
South Fla.	326.8	19.5	346.3	311.4	19.7	331.1				48.9	18.7	67.6	745.0
Tallahasse	886.9	6.4	893.3	913.1	19.3	932.4				362.1	7.3	369.4	2,195.1
Valencia	1,991.3	62.7	2,054.0	2,066.1	99.6	2,165.7				1,262.0	54.3	1,316.3	5,536.0
System Tot	52,611.4	7,729.8	60,341.2	55,011.6	8,208.0	63,219.6	4,310.4	14.1	4,324.5	23,352.4	6,318.7	29,671.1	157,556.4

SOURCE: FA-4
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APPENDIX C--STATISTICAL INFORMATION ON STUDENT ACCELERATION
STATE UNIVERSITY SYSTEM

C.1 THE NUMBER OF STATE UNIVERSITY STUDENTS UTILIZING ACCELERATION MECHANISMS
(September 1, 1974 - August 30, 1975)

	Early Admission From Secondary School	Dual Enrollment Between Secondary & University	Dual Enrollment Between Community College & University	College Level Examination Program	Advanced Placement Program	Other External Exams	Institutional Exams	Other Acc. Mech.	Totals
University of Florida	41	30	160	2,004	179	246	182	0	2,842
Florida State University	53	44	223	3,891	334	0	805	70[1]	5,120
Florida A&M University	3	4	0	7	0	0	0	0	14
University of South Florida	56	52	130	908	21	15	0	0	1,182
University of West Florida	N/Appl.	N/Appl.	143	80	N/Appl.	0	8	0	231
Florida Atlantic Univ.	5	N/Appl.	173	307[2]	N/Appl.	0	0	0	485
Florida Tech. University	57	15	15	295	0[3]	0	110	135[4] 50[5]	677
Florida International Univ.	N/Appl.	48	80	12	N/Appl.	0	14	100	251
University of North Florida	N/Appl.	N/Appl.	476	N/Appl.	N/Appl.	0	0	0	476
SUS Totals	215	190	1,406	7,501	534	261	1,119	355	11,578

[1]Curriculum of Attainment Program.
[2]Includes Students in Faculty Scholars Program.
[3]Included in Time-Shortened Degree Program Under Other Acceleration Methods.
[4]Time-Shortened Program.
[5]Military Credit.

APPENDIX C--STATISTICAL INFORMATION ON STUDENT ACCELERATION
STATE UNIVERSITY SYSTEM (continued)

C.2 THE NUMBER OF CREDIT HOURS[1] AWARDED TO STUDENTS UTILIZING ACCELERATION MECHANISMS
(September 1, 1974 - August 30, 1975)

	Early Admission From Secondary School	Dual Enrollment Between Secondary & University	Dual Enrollment Between Community College & University	College Level Examination Program	Advanced Placement Program	Other External Exams	Institutional Exams	Other Acc. Mech.	Totals
University of Florida	615	134	467	46,647	1,162	5,412	0	0	54,437
Florida State University	2,385	119	2,526	45,943	1,102	0	5,849	1,374	59,298
Florida A&M University	105	15	0	27	0	0	0	0	147
University of South Florida	2,520	218	546	17,344	186	360	0	0	21,174
University of West Florida	N/Appl.	N/Appl.	1,575	1,684	N/Appl.	0	0	0	3,259
Florida Atlantic Univ.	225	N/Appl.	1,636	7,183	N/Appl.	0	0	0	9,044
Florida Tech. University	2,565	135	93	6,082	0	0	450	4,500 772	14,597
Florida International Univ.	N/Appl.	220	428	97	N/Appl.	0	80	880	1,705
University of North Florida	N/Appl.	N/Appl.	2,998	N/Appl.	N/Appl.	0	0	0	2,998
SUS Totals	8,415	841	10,269	125,007	2,450	5,772	6,379	7,526	166,659

1. Quarter Hours.

APPENDIX D--STATUTES, REGULATIONS, AND
COMMITTEE ON TIME-SHORTENED EDUCATION PROGRAMS

D-1. Florida Statutes

241.479 Accelerated degree programs; annual reports.—

(1) It is the declared intent of the legislature to foster and encourage the several levels of the system of public education to collaborate in further developing and providing articulated programs in which students can proceed toward their educational objectives as rapidly as their circumstances permit. It is the further intent of the legislature specifically to encourage and foster time-shortened educational programs at all levels in the system as well as to support the use of acceleration mechanisms, including, but not limited to: credit by examination or demonstration of competency, advanced placement, early admissions, and dual enrollment.

(2) The board of regents, community college boards of trustees, and district school boards are authorized to establish intrainstitutional and interinstitutional programs to maximize the articulation of students. Should the establishment of these programs necessitate the waiver of existing state board of education regulations, reallocation of funds, or revision or modification of student fees, each institution shall submit the proposed articulation program to the state board of education for review and approval. The state board of education is authorized to waive its regulations and make appropriate reallocations, revisions, or modifications in accordance with the above.

(3) The department of education shall report to the legislature by March 1, 1974, and annually thereafter at least thirty days prior to each regular legislative session, regarding programs which have been initiated pursuant to this section and the status of other already existing programs. The department of education shall recommend to the legislature action which it determines will further the intent of this section.

History.—[illegible] ch. 73-19.

229.814 High school equivalency diploma.—

(1) The State Board of Education shall adopt rules which prescribe performance standards and provide for comprehensive examinations to be administered to candidates for high school equivalency diplomas. These rules shall include, but not be limited to, provisions for fees, frequency of examinations, and procedures for retaking the examination upon unsatisfactory performance.

(2) The Department of Education is authorized to award high school equivalency diplomas to candidates who meet the performance standards prescribed by the state board.

(3) Each district school board shall offer and administer the high school equivalency diploma examinations to all candidates pursuant to rules of the state board.

(4) A candidate must be at least 16 years of age at the time of examination. However, persons who are at least 18 years of age and who have the approval of a parent or guardian may be permitted to take the examination and, upon attaining satisfactory performance, shall be awarded an equivalency diploma. A candidate shall submit an application upon a form prescribed by the state board which provides essential personal data, education and training records, and information regarding residence.

(5) Any candidate who is awarded an equivalency diploma shall be exempted from the compulsory school attendance requirements of s. 232.01.

History.-s. 1, ch. 75-130.

D-2. State Board of Education Administrative Rules

6A-1.95 Requirements for high school graduation.

2. Work or credits from state or regionally accredited schools or institutions shall be accepted at face value, subject to validation if deemed necessary.

3. Work or credits from non-accredited schools shall be validated on the basis of criteria established in school board policies.

4. The requirements of (1) and (1)(a) shall not be retroactive for students transferring into the state provided the student has met all requirements of the state from which he is transferring.

(2) Accelerated graduation. Each school board shall, in cooperation with applicable post-secondary institutions, provide for a program of early admission and advanced studies for qualified students. A student who meets the conditions of an early admission and advanced studies program may be excused from attendance for all or any part of his remaining high school program and may be graduated in less than three (3) years in grades 10-12. Such programs shall meet the following conditions:

(a) Approval of the school board.

(b) Acceptance of the student by a post-secondary institution authorized by Florida law or accredited by the southern association of colleges and schools, after completion of a minimum of 10 credits earned above grade 9.

(c) When above stated conditions have been met the student may be awarded a diploma of graduation with his regular class or at a time convenient to the principal, provided that:

1. The student has completed two (2) college semesters or equivalent with a normal class load and maintained at least a C average or equivalent, in which case the specific course requirements of subsection (1)(a) are waived, or

2. The student has earned sufficient college credits to fulfill graduation requirements as specified in subsection (1).

3. The student's high school record contains adequate notations covering the work accomplished while in college.

4. A course in Americanism vs. Communism has been completed as prescribed by Florida Statutes.

(3) Graduation under job entry studies program. Students who meet the conditions of a job entry studies program may be graduated with less than three (3) years of attendance in grades 10-12 and also by earning less than fifteen (15) units of credit. Such programs shall meet the following conditions:

(a) Approval of the district school board

(b) Student successfully meets the following job entry criteria:

1. Sixteen (16) years of age or older

2. Has completed two (2) full years of school in grades 10 and 11 and has earned a minimum of ten (10) credits above grade 9, including demonstrated job proficiency or at least one (1) credit in an identified vocational course.

3. Has signed as agreement with his parents or guardian, the teacher-coordinator and the employer which stipulates the following:

a. Student shall receive one (1) credit toward graduation for each 288 hours of successful work.

b. Student may substitute one (1) hour of formal instruction directly related to the job for two (2) hours of work. (Substitution to be limited to one-half the total work requirements.)

c. Student may resume his formal education at any time the cooperative agreement is cancelled by any of the parties thereto.

(c) Students may be awarded a diploma of graduation with their regular class or at a later convenient time based on the following:

1. The student has completed the credit required for graduation through work, courses directly related to the job, regular high school courses or an approved combination of these.

2. A course in Americanism vs. Communism must be taken as prescribed by Florida Statutes.

3. The student's permanent record will clearly reflect the credits earned through work and those earned by regular high school attendance.

(4) Student performance graduation. The school may fulfill the course or subject credit requirements for graduation through a student performance based promotional plan approved by the school board and the commissioner of education or his duly authorized representative. Plan shall include guidelines for establishing an individual student's program of studies, requirements and a procedure for evaluation.

General Authority 229.053(1) FS. Law Implemented 230.23(6)(a) FS. History—Amended 3-26-66, 4-11-70, 5-20-71, 8-19-72, 11-17-73, Repromulgated 12-5-74.

D-2. State Board of Education Administrative Rules (continued)

6A-10.18 Time-shortened educational programs.

(1) The commissioner shall compile and distribute to public and private secondary schools and post-secondary institutions information on acceleration mechanisms available in the public schools, community colleges and universities, and the degree of utilization of these options. Revision of such information shall be undertaken as necessary to keep it current with policies of the districts and institutions involved. A report of such information, along with any recommended changes in law, shall be presented to the legislature by March 1, 1974, and annually thereafter at least thirty (30) days prior to each legislative session.

(2) The commissioner shall also appoint a standing committee to be known as the committee on time-shortened educational programs. The committee shall be composed of personnel from all divisions of the department, including the commissioner's staff, and shall also include representatives of public universities, community colleges and public schools. The committee shall be chaired by the commissioner or his designee.

(3) The committee, in carrying out its functions, shall be responsible for:

(a) Evaluating reports from district school boards, community colleges, and public universities to determine and evaluate compliance of each institution with applicable law and regulations of the state board relating to time-shortened educational programs.

(b) Making recommendations to the commissioner relating to needed changes in law or regulations to encourage and foster time-shortened educational programs at all levels, including but not limited to waiver of state board regulations in individual cases, reallocation of any applicable funds and revision or modification of student fees.

(c) Compiling statistics and information on acceleration mechanisms available in the public schools, community colleges and universities, and the degree of utilization of these options.

(d) Reviewing the annual calendars of school districts, community colleges and public universities to determine and evaluate compliance of each with applicable law and regulations of the state board and making recommendations to the commissioner related to needed changes in law or regulations to assure that statewide the education calendar will be common to the extent necessary to meet the needs of students.

(e) Performing any other functions assigned by the commissioner to achieve the purposes and intent of this regulation.

General Authority 229.053(1) FS. Law Implemented 229.053(2)(b), 241.479 FS. History—New 11-17-73, Amended 6-17-74, Repromulgated 12-5-74.

6C-6.06 Acceleration Mechanisms for Program Completion.

(1) Not later than September 1, 1974, each baccalaureate degree program offered by a public university shall be designed in such a manner that students are afforded an opportunity to complete a minimum of twenty-five percent (25%) of degree requirements through the acceleration mechanisms listed below:

(a) Achievement of specified performance levels on appropriate recognized standardized, institutional or departmental examinations;

(b) Recognition of satisfactory performance in secondary school advanced placement programs of the College Entrance Examination Board;

(c) Dual enrollment in a community college or university prior to graduation from high school or community college; or

(d) Any combination of the above acceleration mechanisms.

(2) In order to facilitate acceleration, each institution must award credit for specific courses for which competency has been demonstrated by successful passage of an exemption or waiver examination. Institutions may not exempt students from courses without the award of credit if competencies have been so demonstrated.

(3) Each public university shall establish a program of early admission for public school students qualifying for such a program under provisions of sub-section 6A-1.95(2) of the regulations of the State Board of Education.

(4) Each public university shall, prior to September 1 of each year, submit a report to the Commissioner of Education, which shall include:

(a) Procedures implemented and policies applicable during the prior fiscal year which facilitated and encouraged the earning of credit by examination, advanced placement programs, and dual enrollment;

(b) Amount of credit earned and the number of students utilizing each means of acceleration procedures to be implemented during the current fiscal year;

(c) Plans for acceleration procedures to be implemented during the current fiscal year;

(d) Number of students admitted through early admission policies during the prior fiscal year, and the procedures and criteria for such admission; and

(e) A description of guidance services provided to students utilizing the above described acceleration mechanisms.

(5) Each public university shall describe clearly the various options available for acceleration and the criteria governing such options in its catalog and other appropriate publications or advisement materials.

General Authority 240.001 FS. Law Implemented 239.79 FS. History—Formerly 6C-2.69, 1-7-73, Renumbered 12-16-74.

D-2. State Board of Education Administrative Rules (continued)

6A-14.31 Acceleration mechanisms for program completion.

(1) Each degree or certificate program offered by a public community college shall be designed in such a manner that students are afforded an opportunity to complete a minimum of twenty-five percent (25%) of the degree requirements, exclusive of transfer credit acepted, through:

(a) Achievement of specified performance levels on appropriate recognized standardized, institutional or departmental examinations;

(b) Recognition of satisfactory performance in secondary school advanced placement programs of the college entrance examination board;

(c) Dual enrollment in a community college or university prior to graduation from high school or community college; or

(d) Any combination of the above acceleration mechanisms.

(2) In order to facilitate acceleration each institution must award credit for spceific courses for which competency has been demonstrated by successful passage of an exemption or waiver examination. Institutions may not exempt students from courses without the award of credit if competencies have been so demonstrated.

(3) Each public community college shall establish a program of early admission for public school students qualifying for such a program under the provisions of section 6A-1.95(2).

(4) Each public community college shall, prior to September 1 of each year, submit a report to the commissioner of education which shall include:

(a) Procedures implemented and policies applicable during the prior year which facilitated and encouraged the earning of credit by examination, advanced placement programs, and dual enrollment;

(b) Amount of credit earned and the number of students utilizing each means of acceleration during the prior year;

(c) Plans for acceleration procedures to be implemented during the current year; and

(d) Number of students admitted through early admission policies during the prior year, and the procedures and criteria for such admission.

(5) Each public community college shall describe the various options available for acceleration and the criteria governing such options in its catalog and other related publications or advisement materials.

(6) Time-shortened educational programs. The commissioner shall compile and distribute to public and private secondary schools and post-secondary institutions information on acceleration mechanisms available in the public schools, community colleges and universities, and the degree of utilization of these options. Revision of such information shall be undertaken as necessary to keep it current with policies of the districts and institutions involved. A report of such information, along with any recommended changes in law shall be presented to the legislature at least thirty (30) days prior to each legislative session.

(7) The commissioner shall also appoint a standing committee to be known as the committee on time-shortened educational programs. The committee shall be composed of personnel from all divisions of the department, including the commissioner's staff, and shall also include representatives of public universities, community colleges and public schools. The committee shall be chaired by the commissioner or his designee.

(8) The committee, in carrying out its functions shall be responsible for:

(a) Evaluating reports from district school boards, community colleges, and public universities to determine and evaluate compliance of each institution with applicable law and regulations of the state board relating to time-shortened educational programs.

(b) Making recommendations to the commissioner relating to needed changes in law or regulations to encourage and foster time-shortened educational programs at all levels, including but not limited to waiver of state board regulations in individual cases, reallocation of any applicable funds and revision or modification of student fees.

(c) Compiling statistics and information on acceleration mechanisms available in the public schools, community colleges, and universities, and the degree of utilization of these options.

(d) Reviewing the annual calendars of school districts, community colleges and public universities to determine and evaluate compliance of each with applicable law and regulations of the state board and making recommendations to the commissioner related to needed changes in law or regulations to assure that statewide the education calendar will be common to the extent necessary to meet the needs of students.

(e) Performing any other functions assigned by the commissioner to achieve the purposes and intent of this regulation.

General Authority 229.053(1), 230.7535, 230.754(1), 230.755 FS. Law Implemented 241.479 FS. History--Formerly 6A-8.59, Repromulgated 12-19-74, Amended 4-8-75.

APPENDIX D--STATUTES, REGULATIONS, AND COMMITTEE ON TIME-SHORTENED EDUCATION PROGRAMS (continued)

D-3. Committee on Time-Shortened Education Programs

Mr. Shelley S. Boone (Chairman), Deputy Commissioner for Special Programs, Department of Education

Dr. Myron R. Blee, Bureau Chief, Bureau of Program Support and Services, Division of Community Colleges, Department of Education

Dr. Joseph W. Crenshaw, Bureau Chief, Curriculum and Personnel Development, Division of Public Schools, Department of Education

Mr. Rexford Gaugh, Director, Pinellas Vocational/Technical Institute

Dr. Ned B. Lovell, Superintendent of Schools, Leon County School System

Dr. Paul Parker, Director, Instructional Systems and Support, Division of Universities, Department of Education

Dr. Carl Riggs, Vice President for Academic Affairs, University of South Florida

Mr. Ron Jeffries, Director, Vocational Program and Staff Development Section, Division of Vocational Education, Department of Education

Dr. Ben Wygal, President, Florida Junior College at Jacksonville

APPENDIX E --STATE BOARD OF EDUCATION
ADMINISTRATIVE RULES ON ACADEMIC CALENDAR

6A-10.19 Required Annual Calendar for Schools and Colleges. Effective with the beginning of the 1975-76 fiscal year, each district school board, each community college district board of trustees, and the board of regents shall prior to the beginning of the fiscal year adopt and annual calendar which shall be observed by all schools or post high school educational institutions operated by said board.

(1) Each board shall adopt a calendar which supports the following objectives:

(a) Minimal loss of time between student exit from one public institution and entry into another. Students who complete a phase of their education in one public institution and who need to transfer to another public institution to continue their education should be able to do so without prolonged delay.

(b) Opportunity for students to move through the educational system at their respective paces. Calendars should not be based on the assumption that all students will initiate and complete learning activities at the same pace.

(c) Opportunity for school personnel to utilize in-service and continuing education.

(d) Opportunity for effective and efficient utilization of resources. School plants and school personnel should not have prolonged periods during which they are idle.

(e) Opportunity for family activities.

(f) Flexibility in implementation of calendar decisions.

(2) The calendar adopted by each board shall include at least the following statewide requirements:

(a) A calendar providing three (3) common entry periods during each fiscal year for students attending post-secondary educational institutions. One entry period shall be established within each of the three periods listed below:

1. The period between the beginning of the third week in August and the end of the fourth week in September.

2. The period comprising the first full week following January 1.

3. The period comprising the third week in June.

(b) In addition to the three (3) common entry periods prescribed in this section, each calendar shall include the following:

1. A pre-established date for issuing certificates, diplomas, or degrees, to students who are completing programs prior to entry into a post-secondary educational institution, or other provisions, which will permit students to utilize the entry period which minimizes the loss of time to students in completing the transfer between programs or institutions.

2. A summer program for teachers and other school personnel scheduled to begin no earlier than June 15 and close no later than August 15; provided, however, that this requirement shall apply only to each post-secondary educational institution offering programs for in-service teachers.

3. As many additional periods throughout the fiscal year in which a student can begin a program as can be feasibly provided.

(3) An official copy of the annual calendar adopted by each school board, community college board of trustees, and the board of regents for each school or institution operated by said boards shall be filed with the department of education in the manner prescribed by the commissioner.

General Authority 229.053(1) FS. Law Implemented 229.053(2)(b), 241.479 FS. History—New 6-17-74, Repromulgated 12-5-74.